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AUTHOR Tierney, Robert J.; And Others
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ABSTRACT

Intended to give teachers some ideas about how they can implement portfolios in their classrooms, this book contains reproductions of actual materials used by teachers in classrooms as well as examples of students' portfolios across subjects and grades. It also provides research-based information to help teachers explain portfolio concepts to parents, the community, administrators, and other interested parties. The book emphasizes that there is no right way to implement portfolios, that each classroom will reflect a unique approach to authentic assessment, and that each child's collection of documents will differ. The book is divided into three parts. Part 1, Assessment in the Classroom, contains the following chapters: (1) Questions and Answers about Portfolios and (2) Toward a Theory of Assessment. Part 2, Using Portfolios, contains the following chapters: (3) An Introduction to Portfolios, (4) Features of Reading and Writing Classrooms, (5) Getting Started with Portfolios, (6) Sustaining Portfolios, (7) Portfolios and Self-Assessment by Students, and (8) Portfolio Analysis and Record Keeping. Part 3, Portfolios in Context, contains the ninth and last chapter). A Survey of Portfolio Proposals: Accountability, Grades and Report Cards. An 82-item annotated bibliography is attached. (MG)

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